

University News

MONDAY, FEBRUARY 21, 1994

Rs. 5.00

Principals Meet at Goa

ANNUAL NATIONAL CONFERENCE OF INDIAN COLLEGES FORUM

SOCIETY FOR EDUCATION AND ECONOMIC DEVELOPMENT
VIHAR HI-II



Shri Bhanu Prakash Singh, Governor of Goa, releasing the first issue of "College Post", the Journal of Indian Colleges Forum. Others seen in the picture from L to R are Shri V.R. Shirgurkar, Principal, College of Arts & Science, Margaon, Prof. P.R. Dubhashi, VC, Goa University, Dr. G.D. Sharma, President, Society for Education and Economic Development and Shri G.V. Kamat, Registrar.

GOVERNMENT OF INDIA
Ministry of Human Resource Development
(Deptt. of Education)
E.S. Division

AUSTRALIAN DEVELOPMENT CO-OPERATION SCHOLARSHIPS (ADCOS), 1995-(AUSTRALIA)

Fifty per cent (50%) slots of scholarships are earmarked for female candidates

Applications are invited on plain paper in the proforma given below from Indian nationals for the award of 24 Scholarships on a merit basis under above mentioned Scheme for higher studies/research leading to a Master/doctoral degree. These scholarships are not admissible for post-doctoral studies.

VALUE : Scholarships cover :

- (a) full tuition fees;
- (b) economy class air fare (Both ways) to Australia and back;
- (c) adequate living allowance to cover housing and food for the duration of the Scholarships (this is also payable during semester and annual breaks).

II. AGE : Candidates for Master's degree and for Ph.D. must have attained the age of 21 and 25 years respectively by 1.1.94 and but not have exceeded 30 and 40 years of age respectively by 1.1.94.

III. LAST DATE : MARCH 31, 1994.

IV. MINIMUM QUALIFICATION : (a) For Master's Degree : One must have completed Bachelor's Degree in one of the subject fields indicated below securing 55% or above marks in Humanities & Social Science group and 60% or above marks in Engineering & Technology and Science group. Candidates should give one page academic justification for going to Australia for Master's Degree. (b) For Ph.D. : One must have completed Master's Degree in one of the subject fields indicated below securing 55% or above marks in Humanities and Social Sciences group and 60% and above marks in Engineering & Technology and Science group. The candidate is required to enclose his/her proposed study programme in Australia in minimum 500 words specifying title, hypothesis of research, methodology and Institutions in India and Australia where such studies are done. (4 copies of Research proposal to be enclosed). (c) The candidate must have completed tertiary Education in English Medium. (d) Those who have already obtained Master's/Ph.D. degree, need not apply for the same degree course.

IV. SUBJECT-FIELDS : (a) Engineering & Technology and Science : Aeronautical Engg., Biotechnology, Instrument Technology, Communication Engg., Electronic Engg., Manufacturing Engineering, Mineral Processing Engg.,

Industrial Design, Information Technology, Mining Engg., Community Health, Computer Science and Agricultural Science.

(b) Humanities & Social Sciences : International Business, Management Studies, Urban and Regional Planning, History, Economics, English Literature, Environmental Studies, Sociology, Education & Pedagogy including Educational Administration & Special Education etc., Philosophy, Fine Arts & Art Conservation, Architecture, Political Science, Psychology, Mass Communication, Demography/Population Studies etc.

N.B. 1 Only candidates with the above prescribed qualification are eligible and where grades are mentioned, the candidates must indicate the conversion formula adopted by the University/Institution and should also indicate equivalent percentage of marks. 2. Equivalent foreign degree will be considered. 3. Each application must be accompanied by attested copies of (a) Certificate of age, (b) Mark-Sheet of the qualifying examination, (c) All degree/diploma certificates, 4. Candidates who have already been abroad for study/training specialisation either on Scholarship or on their own for a period exceeding Six months are eligible to apply only if they have been in India for at least two consecutive years after their return from abroad. 5. Applications in the subject field other than those specified above will not be considered. 6. Applications of candidates who are abroad will not be considered. 7. Candidates must furnish a clear and precise programme of study/research (minimum 500 words specifying title of study, Hypothesis, objective of study/Research, Methodology (To be adopted) Institutions where such studies are being done. 8. Candidates who do not possess the requisite qualifications, need not apply. 9. Candidates applying for Master's Degree should enclose one/two pages of note justifying proposed study in Australia. 10. Documents submitted alongwith the applications will not be returned. Hence, candidates are advised to send only the Photo copies of the certificates etc., duly attested. 11. Since, these Scholarships are offered by Foreign Governments, applications should invariably be submitted in English only. 12. Employed candidates must send their applications through their employers with a 'No Objection Certificate'. They will not be called for interview unless the certificate is forwarded with the application. Application through proper channel should also reach the Under Secretary, ES.I Section, Ministry of Human Resource Development, Deptt. of Education, A-1/W-3, Curzon Road Barracks, Kasturba Gandhi Marg, New Delhi-110001 by March 31, 1994.

PROFORMA FOR APPLICATION

1. Name of the Scholarship Scheme
2. (a) Subject
(b) Course opted : MASTER DEGREE/PH.D. (Please tick mark whichever is applicable)
3. (a) Name of the candidate (in Block letters) with full mailing address.
(b) Father/Husband name :
4. Date of birth and the State to which the candidate belongs.
5. Whether Member of SC/ST (A certificate from the competent authority should be attached).
6. Academic record starting from High School/Higher Secondary (Attested Photostat copies of certificates to be attached).

Recent Passport Size Photograph
duly signed to be pasted here.

Without photograph application will be
considered incomplete

Name of the University/ Board/Instt.	Examination(s)	Year of passing	Division class with Position if any (in case no class is awarded and only grading is done the conversion formula may be mentioned)	Percentage of marks obtained and position if any	Subjects taken
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7. Details of professional/practical training and Research experience specifying the period and number of papers published/previous employment with name and date of employment if any.
8. Nature of the present employment with name and date of appointment/designation and the name and address of the employer.
9. Have you been abroad? If so give full particulars of the country visited and the period of stay. Also mention the date, month and year of return to India (purpose of visit also to be indicated).
10. Proposed programme of study/research and Training specifying the following :
 - (i) The work presently engaged in :
 - (ii) Nature and Programme of Study research/training desired; (500 words - 4 copies).
 - (a) Title of study/Research; (b) Hypothesis/Objective of study; (c) Methodology (to be adopted); (d) Institutions where such studies are being done;
 - (e) Relevance of study in Indian/academic context

Place :

Date :

SIGNATURE OF CANDIDATE

NOTE : Employed persons must send their applications duly sponsored by their Employers.

UNIVERSITY NEWS

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of the Association.

Editor :
SUTINDER SINGH

Indian System of Higher Education

P.R. Dubhashi*

The Indian system of higher education is one of the largest in the country. It has undergone rapid development in the post-Independence era. When the first five year plan was launched in the year 1950-51 there were in India only 28 universities, 695 colleges and 174,000 students. Today we have more than 200 universities, more than 7000 colleges and nearly five million students. In spite of this large size, the system is expanding year after year with about 200 colleges starting every year, though way back in the year 1956 Dr. C.D. Deshmukh, Chairman of the University Grants Commission had clearly advised that the growth should be curbed. However, such has been the revolution of rising expectations about higher education in the country that the phenomenon of opening of new colleges has gone on inexorably and has not yet lost its momentum.

The Undergraduate System

The undergraduate system constitutes 80% of the higher education system in our country. Most of these undergraduate colleges are of the nature of affiliated colleges. Majority of the undergraduate students study in Arts, Science and Commerce faculties, the percentage of enrolment in medicine, engineering and technology and law is very small being 1.1%, 4.9% and 5.3% respectively.

Quantitative Expansion but Qualitative Deterioration

One great positive outcome of this development is that in respect of higher education in almost all fields and disciplines, the country is not dependent on the institutions in the developed countries. This cannot be said about many other developing countries in the world. Thanks to the institutions of higher education, the country is able to produce all the manpower needed for the country's economic, political and social development.

Despite this, the fact remains that the system has not been able to accomplish the goals of higher education.

It has been observed by several educationists and academicians that though the number of higher education institutions have increased by leaps and bounds, the quantitative expansion has been accompanied by qualitative deterioration. Facilities in the institutions of higher education have been limited and stretched to tearing points. Standards have declined enormously.

To be sure, a part of the system does fulfil the criteria of standards. But only a small elite group is privileged to have access to the well equipped institutions of higher education. These prestigious colleges and universities are monopolised by the elite and the rich classes. The weaker sections of the society and the poor have to make do with less prestigious colleges and universities with inadequate facilities. The disparities have been widening.

[Based on the Keynote address to the Second Annual National Conference of Indian Colleges Forum held at Goa University on 3rd January, 1994.]

*Vice-Chancellor, Goa University, Goa.

Shortcomings

Barring exceptions as mentioned earlier, the normal run of institutions of higher education in the country leave much to be desired when looked at from the point of view of the purpose of higher education. The Education Commission (1964-66) said that the goal of undergraduate education of the first degree is to bring students "to the frontiers of knowledge and threshold of the world of research". Our first degree colleges of Arts, Science and Commerce do not come up to these standards. Our degrees are not considered to be of international comparability.

Why is this so? As the document *Challenge of Education* (1985) points out, a large majority of these colleges are engaged in mere ritual of teaching. There is very little of self study. The students are expected just to learn textbooks and not understand the subject. But perhaps they do not even do that. They just rely on dictation of notes and guide books or private coaching classes which have emerged as a parallel system of higher education in the country. No wonder the students lack in communication skills, have only limited knowledge and information and hardly any sense of social or national responsibility or world view.

The Malaise

What is the root cause of this malaise of undergraduate education in the country? At the recent UGC conference of the Vice-Chancellors held in Delhi on December 20, the UGC circulated a paper on the academic structure of undergraduate education in the country. While the paper brings out the shortcomings of the undergraduate education, suggests some remedies, it does not go to the root of the matter or bring out the fundamentals or basics of the problem. In my view, the root cause of the *malaise* is a purely examination oriented approach which makes a mockery of the basic purpose of higher education. It not only distorts the process of education but introduces several malpractices such as leakages in question papers and mass copying in order to pass the examination by hook or by crook and obtain degrees. But since the degree holders have little knowledge or skill, they remain unemployable thus adding to the growing mismatch between the educational system and the employment market and exacerbating the phenomenon of educated unemployment.

Goals of Higher Education

Obviously the goal of higher education is not to

award degrees only on the basis of indifferent instruction and dubious and unreliable system of evaluation. The goal rather is to develop the younger people of the country in such a manner that they not only have a satisfying personal life but can also make a worthy contribution to the progress of the society to which they belong. The institutions of higher education, therefore, have to provide all round development of the students — intellectual, physical, moral and spiritual; development of the mind, body, heart, personality; disseminate knowledge, promote skills and develop outlook so as to produce youngmen who are intellectually alert, physically strong, morally upright, aesthetically sensitive, socially committed and economically self reliant. Then alone can the institutions of higher education fulfil their purpose. The only way to do this is to ensure that the quality of higher education is such as fulfils these goals.

Tagore and Gandhi

These two greatest Indians of the twentieth century — one a poet and the other a political leader — were also great educationists and though having very different backgrounds, they arrived at the same conclusions regarding the basics of education. Educationists today would do well to remind themselves of the basic ideas of education of these two great stalwarts. I would briefly recapitulate them as follows :

(1) Education is a preparation of life. It is a lifelong process. Educational institutions only lay down the foundation of the process.

(2) All education is in the ultimate analysis self-education. Hence in a way none can educate another. Educators are only facilitators. Hence all education has to be student oriented.

(3) Education is liberation of mind. Each individual has immense potential. Education seeks to bring out this potential. Educational institutions are for intellectual liberation; instead they become intellectual cages.

(4) The purpose of life is to serve the society. Education should build abilities in an individual to contribute fruitfully to society. Education should not promote elitism and social alienation.

(5) Education should promote moral values. It should create in the students the ability to distinguish the right from the wrong. This is what is meant by value education.

(6) Education must suit the genius of the people. It should be tailored to the social and economic environment of the people and culture and tradition of the nation.

(7) Education should be in communion with Nature. This has been a distinguishing feature of our ancient Gurukul system of education.

(8) Education should be action oriented. Then only it will produce self reliant individuals. Project work and extension should be parts of education. Earning while learning should be encouraged. This should help institutions of higher education to reduce their dependence on the state for financial support.

(9) Education through mother tongue should be encouraged. This will help educate people to communicate well with their own people.

It is in the context of these basics of education that we should address ourselves to the reforms of education in general and undergraduate education in particular, so as to remove deficiencies and raise the quality of education.

Quality of Higher Education

The quality of higher education depends first on (i) quality of content and technique of education, (2) the quality of teachers, (3) the quality of infrastructure, and finally (4) the quality of students.

Content of education

The quality of education would depend on the content of education. It must fulfil the standards of excellence. The pattern of courses, their curriculae and syllabi, should be well designed. The courses should have relevance to the world in which we live. At the same time they should keep pace with the progress of knowledge in every discipline. There has been a veritable explosion of knowledge in diverse fields and our courses cannot afford to remain stagnant. The students of our institutions of higher education must have access to the new frontiers of knowledge in all fields. Our Boards of Studies and Academic Councils are responsible for designing courses and syllabi. They should be ever alert and dynamic. They should introduce new disciplinary and interdisciplinary courses bearing in mind the twin aspects of expansion of knowledge and the demands of the employment market.

Quality of teachers

Quality of education is however not a mere matter of syllabi and curricula. The teachers must

have the competence and the learning which is required for first absorbing the new inputs of knowledge and then passing them on to their students. A good teacher has to be a student all his life. He has to be devoted to scholarship. At the same time, he must also have the capacity to transfer the knowledge. A teacher has to be a good communicator. He should be able to stimulate the minds of the students and invoke in them an abiding interest in the subject. The teacher should be committed to his subject and develop the same commitment in his students. He must be both motivated and committed. The teacher should also adopt techniques of teaching. Far too long have the teachers depended on the traditional classroom lecture method. Today we have a variety of new techniques including the computer technology and electronic media for dissemination of knowledge. These modern methods of teaching should be availed of. Today we have Academic Staff Colleges where teachers are given orientation courses. These courses should introduce the teachers to innovative techniques including assignments to the students, tutorials, problem solving sessions, individual and team studies, practicals, project work, etc.

It is said that in the earlier era teachers were less paid but they looked upon their work as a noble mission. They were committed to their students, to their subject and to their profession. Today, in contrast it is said that high UGC salaries are available but the commitment is lacking. The *Challenge of Education* document observes — "Many undergraduate teachers working in the affiliated colleges work for few hours a day, a few days in a week, and a few months in a year. Many teachers spend their time in taking private tuitions or teaching in coaching classes". Of course, there are honourable exceptions.

Quality of students

When the concept of higher education is reduced only to passing of examinations and obtaining a degree, when teachers are not committed and where academic atmosphere conducive to the pursuit of scholarship is not available, the students tend to lose their interest in studies and look upon the college years as only a waiting period till they get some job on the attainment of a degree. They tend to indulge in superficial studies, irrelevant activities, indiscipline and even campus violence.

Quality of infrastructure

The lack of atmosphere of knowledge is made

worse by the lack of physical facilities. Compared to the institutions of higher education in the West, ours suffer a great deal in terms of facilities available in the laboratory and the library, both of which need to be strengthened in many ways. The library should provide not only textbooks but a vast number of books on every subject including the emerging disciplines. Also unless laboratories are properly equipped, the practicals would be reduced to mere rituals and without practicals teaching of science subjects cannot be done.

Financial Crunch

The hopes of providing needed infrastructure facilities are dashed to the ground by the severe financial crunch faced by higher education in our country. The resources provided for education in terms of the percentage of GNP or budget of the government has gone down. Within the broad field of education, government seems to have decided to lay more emphasis on primary education rather than on higher education. It would be very wrong to create a dichotomy between lower and higher education and fix the priority in this manner. While education at all levels including primary education has to be promoted, it will be suicidal for our nation to neglect higher education. The country could neglect higher education only at the cost of its future. As Jawaharlal Nehru observed in his address to the Allahabad University, all is well with the nation if the universities are all right. In the new era of liberalisation and globalisation, knowledge has assumed the form of intellectual property rights and countries with a high quality of university system can alone emerge as rich repositories of knowledge and get the full benefit of the new GATT agreement.

Role of the Principals

It will not, however, do to only plaintively mourn the inadequacy of resources. It is also necessary for those who are at the helm of affairs to use the available resources in an optimum manner. Also in tune with the spirit of liberalisation, the private sector should be motivated to support higher education by way of fulfilment of their social responsibility. Here the role of the Principals of colleges is indeed very crucial. They have to be efficient managers. They have also to play the leadership role. They are the captains of the team; they are the coordinators of the activities of all the teachers and staff in the colleges. They have to promote and stimulate both the teachers and students for commitment to scholarship. The leadership role of the Principals will go a long way in institution

building, in creating a proper atmosphere in order to enable the students and the teachers to give their very best and in developing the infrastructure. As good managers and administrators the Principals can do a great deal for introducing improvements and innovations in the rules of admissions, selection of courses, course structure, time-tables, evaluation of students, methods of teaching, purchase procedures, etc.

Principals have to promote both curricular and co-curricular activities. For the latter a number of schemes like the NSS and NCC are available. Often they are reduced to rituals. The Principals must see that these schemes fulfil the purpose for which they are designed. Promotion of sports and cultural activities should be such as to promote the participation of all the students in one such activity or another.

Restructuring Undergraduate Education

Recently the Goa University has undertaken a detailed and comprehensive exercise of restructuring the undergraduate education based on the following basic principles :

- (1) The courses have to be upto-date and in tune with the latest developments in the subjects,
- (2) The courses must be relevant; the applicability aspect of the subject must be borne in mind,
- (3) They must incorporate certain modern techniques such as use of computers,
- (4) They must reflect value for life, concern for environment and promotion of national and international understanding,
- (5) Classroom teaching should be reinforced by practicals and extension programmes, and
- (6) Evaluation has to be a continuous process so that there is no cramming at the last moment leading evaluation only of the skill in memorising.

The Goa University is looking forward to introducing the restructured programme of undergraduate education with effect from the new academic year 1994-95. Some years ago the University had restructured its postgraduate courses. The complementary restructuring of undergraduate education should go a long way in raising the quality of higher education in Goa. There is a symbolic relationship between education at various stages and the process of reconstruction has to be taken up at all stages.

THE TEACHER SELF-EFFICACY

Ability to Achieve Intended Results

Anand P. Srivastava*

Knowledge is the real power in all fields of human endeavour. Production neither begins nor ends in the factory or farm. Production, growth, prosperity and power, all sit upon a "knowledge base". Knowledge is the ultimate entity in technology, materials, energy, transportation, etc. It saves time and also conquers space. Teacher is the agent who takes care of the affairs of knowledge of the mankind on the same lines as a soldier is responsible for defence, or a farmer grows agricultural crops. Therefore, a teacher must be able to achieve intended results in preparing the posterity. Efficacy simply means the ability to achieve intended results. In case of teachers, the "efficacy" should deal with developing sound learners in the young whereby the "human capital" grows continuously. Unless the community of teachers achieves this intended result no nation can survive when world-shaking power struggles are constantly taking place.

We are a total failure in world economy. In 1951, Indian share in world trade was only 1 per cent. In 1994, as per Dunkel Draft and GATT figures, our share in world trade has reduced to 0.5 percent. This trend clearly indicates that our educational system has failed to develop necessary abilities in our youth to compete in the world economy, and that our teachers are responsible for this major failure of the nation's decay through lack of effort toward real success in work and in achieving the mission of educational organisations.

For the success of teachers it is necessary that they should know how to make their students achieve the intended goals. This kind of knowhow certainly falls outside the limited boundaries of a specialised subject which a teacher teaches in a college or a school. Therefore, it is necessary that a teacher should first of all know the details of goals that students should achieve through education. Then, the teacher should know how one can be most effective in helping students to achieve the intended goals for successful living in the modern world. For these issues it is necessary for a teacher to know the following facets of educational career, resulting in teacher efficacy :

- (i) Issues concerning teacher efficacy and quality of work life (QWL),
- (ii) Concepts of professional commitment and education mission,
- (iii) Details of modern teaching-learning processes and student empowerment,
- (iv) Relation between teacher performance and national productivity in various areas, and
- (v) Teacher as an expert versus teacher as a generalist.

"Teacher efficacy" as a theme was first recognised in 1977 through seminal studies on educational change conducted by Rand Corporation in the United States of America. Since then research and study have gained ground to cover teacher efficacy and teacher classroom behaviour, student empowerment and achievement, and individual and institutional change. Apart from variations in definition and scope of teacher efficacy one aspect common to all approaches is, "the beliefs that an individual teacher holds about one's own capacities or abilities to act in ways that bring about student learning and development". Albert Bandura provided a useful concept and theory of self-efficacy as "people's judgement at their capabilities to organise and execute courses of action required to attain designated types of performances". Self-efficacy requires thinking, analysis and interpretation of past successes and failures for improved future performance. Self-efficacy developed from the following four sources:

- (i) actual performance attainments,
- (ii) vicarious experiences — seeing and visualising other similar people performing successfully or unsuccessfully,
- (iii) verbal persuasion by peers and others, and
- (iv) physiological arousal indices before, during and after the performance.

Increase in repeated successes and decrease in repeated failures, in professional performances, is the proof of growing self-efficacy of a teacher. Bandura (1986) pleads that self-efficacy operates in various ways — as a mediator between the

*University Librarian, Delhi University, Delhi-110 007

teacher's individual knowledge, skills, beliefs, thoughts and actions. People shall have strong, moderate and weak sense of self-efficacy — depending on one's quality of personal learning and development of knowledge and skills — and shall either perform or avoid activities, tasks and social situations as per her/his capabilities. Weak self-efficacy leads to avoidance of challenging but enriching experiences. Experience of decades of any person, particularly in education, shall endorse this view. So, the real cause is lack of continuous growth of a teacher in knowledge acquisition and skill development. It is for providing these developments that educational institutions have libraries as resource centres and librarians as human agents to help promote learning and skills.

Quality of self-efficacy even controls the pattern of one's thinking, perception and emotional reactions. This is very much apparent in each walk of a teacher's life particularly in academic council meetings or staff council deliberations. Achievement of goals by teachers is largely dependent on the type of self-efficacy possessed by a person. Self-efficacy modulates actions. It is action 'A' that shall yield intended result 'X'. So, why the action 'A' is not taken by our teachers. Issues like developing a

generalist personality, student participation and empowerment; cultivation of learning skills, teacher performance and national productivity, and quality of work life, etc., all depend on action 'A' which should be performed by the community of teachers. It is only through continuous growth in a teacher in knowledge and skills that the action 'A' shall be feasible to obtain intended result 'X'.

All institutions from University Grants Commission to college level have to promote the growth of self-efficacy for teaching and learning in 21st century for qualitative development in our youth for better productivity and, therefore, the survival of our country.

References

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U.P. HIGHER EDUCATION SERVICES COMMISSION

18-A, Nyaya Marg, Allahabad-211 001

ADDENDUM

In continuation of advertisement No. 19 dated 9.2.93, the number of vacancies for the post of lecturers have increased in following subjects. Hindi, Urdu, English, Sanskrit, History, Geography, Psychology, Education (Arts Faculty), Sociology, Economics, Political Science, Home Science, Education (B.Ed.) Commerce, Law, Chemistry, Botany, Zoology, Mathematics & Physics. One post of lecturer each in Horticulture and in Plant Pathology (Agriculture) which was not advertised earlier is now being advertised. The list of colleges regarding above vacancies can be seen on the notice board of the Commission. The candidates shall have the option to give their preferences at the time of interview.

Those candidates who could not apply earlier (Advt. No. 19) and are now desirous to apply for any of the above subjects, can have the application form costing Rs. 15/- for General candidates and Rs. 10/- for Scheduled Castes/Scheduled Tribes candidates from the office of the Commission on any working day on payment either in cash or by a crossed Bank Draft/Bankers Cheque drawn on the State Bank of India, Civil Lines Branch, Allahabad only in favour of **Secretary, U.P. Higher Education Services Commission, Allahabad**. Candidates desirous of having application form by post should also send a self-addressed strong and duly stamped envelope of 26 x 13 cm. size along with postal stamps for Rs. 10/- only. Payment for sending the form shall not be accepted in any other manner. Separate application must be made for each post.

Application on the prescribed form complete in all respects should reach the **SECRETARY, U.P. HIGHER EDUCATION SERVICES COMMISSION : 18-A, NYAYA MARG, ALLAHABAD-211 001** not later than 26.3.94 along with duly attested and also self-attested certificates and mark sheets etc. Each application should be accompanied by a crossed Bank Draft/Bankers Cheque of Rs. 50/- for General Candidates and Rs. 15/- for Scheduled Castes/Scheduled Tribe Candidates drawn on the **STATE BANK OF INDIA, CIVIL LINES BRANCH, ALLAHABAD** in favour of **SECRETARY, U.P. HIGHER EDUCATION SERVICES COMMISSION, ALLAHABAD**. Forms received without application fee or with Bank Draft/Bankers Cheque not drawn as above or incomplete in any respect shall be liable to be rejected. Remaining conditions shall be the same as in earlier advertisement.

SECRETARY

Youth Festivals and National Integration

K. Venkata Reddy*

Tolstoy wrote in *Anna Karenina* that happy families resembled one another, whereas each unhappy family was unhappy in its own way. We might similarly be inclined to say that, whereas the state of integration, stability and well-being would be the same in all societies, discontent, disintegration, and rebellion would bestow a distinctive individuality on each of them, and the turbulence and disintegration of each would be different from that of others. Never before did discontent, turbulence and disintegration assume such alarming proportions in Indian society as at present. India today sits on a smouldering volcano in which the fratricidal conflicts between various religions, castes, communities and linguistic groups are reaching a point of explosion. The call of the hour is to break all barriers dividing our people, and weave a true unity of hearts in the cause of a new India.

India as a country is, therefore, compelled to emphasise national integration because the country's very survival depends on and is conditioned by the unity among the large number of constituent states and among the variety of factors and forces that keep the country divided. National integration as a value assumes a new dimension against the background of the diversity and multiplicity that are characteristics of our national life.

India is primarily a multi-lingual nation. The fourteen constitutionally endorsed languages and about two hundred regional, local, non-constitutional languages (or dialects) constitute a spectrum that has influenced greatly the formation and progress of our nation. The states are constituted primarily on the basis of our languages. The same multilingual diversity is at the root of most of our problems even after four decades of independence. National integration is the only principle that can enforce unity amidst this diversity.

India is a polycultural and multi-social nation. We have a heritage of cultural and social developments that will outdo any other country. The trailing socio-cultural tradition of India takes us back to the Mohenjodaro-Harappa days and leaves us with a recorded socio-cultural history of thirty centuries. It is, therefore, no wonder that we have a heritage of such socio-cultural diversity in India as to function as a principle of a great national disharmony. Na-

tional integration alone can tap in the right way this resource of socio-cultural diversity and channel it for national development.

Inter-University Youth Festivals are playing a pivotal role in furthering the noble cause of national integration, ever since their resurrection in 1985 by the Association of Indian Universities (AIU) after a gap of more than two decades. Sponsored by the Department of Youth Affairs and Sports, Government of India, the youth festivals have made a significant impact upon the youth by promoting in them an awareness of our historical and cultural heritage and imbuing them with a feeling of pride and national identity. This helps projecting their talents in varied cultural activities as the youth are congregated under one umbrella from different parts of the country, thereby deriving inspiration to fight against regionalism, communalism, casteism, linguistic chauvinism and other fissiparous tendencies.

The youth festivals used to be held earlier at the Talkatora Gardens, Delhi and were discontinued in the mid sixties. Many of the participants of those festivals are the well known artists of music and dance of today's world. After a gap of two decades, the AIU resurrected this activity in 1985 in the International Year of Youth (IYY). Till now, the Association has organized twenty three Inter-University Zonal and National Festivals in various parts of this vast land.

There cannot be a better meeting place for national integration than the youth festivals where the youth from different parts of the country are gathered to show their talent and share their joy, love and peace. True to our rich tradition of viewing the whole country as one family, such Youth Meets enable our talented youth to make contacts and close links with one another, thereby promoting national integration, cultural unity and democratic values. Keeping this in mind and as a part of its continued efforts in promoting youth cultural activities, AIU organizes a series of four Inter-University Zonal Youth Festivals and one National Youth Festival every year in different universities spread over different parts of the country.

As per a neatly drawn programme, universities falling in their particular zones are extended invitation by the host universities concerned to participate with a maximum of 30 participants in the Inter-University Zonal Festivals. Subsequently the se-

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Anantapur-515 003. A.P.

lected participants from the zonal youth festivals are invited to participate in the Inter-University National Youth Festival (IUNYFEST). The Youth Festival consists of five major cultural events — Music, Dance, Theatre, Literary Activity and Fine Arts, which are further divided into eighteen sub-events. An important requirement of the cultural events of One Act Plays, Skits, Mime, Group Song and Fine Arts is to project fundamental values of Indian culture by displaying values oriented towards the unity and integration of our country, namely, truth, devotion and loyalty. The objective of projection of such values is to help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism which have become major obstacles to national development and human progress.

The following aims and objectives have been envisaged by AIU's Cultural Division in organization of the Inter-University Youth Festivals :

1. To promote and encourage art and culture amongst the youth.
2. To create awareness and pride amongst the youth to recognise and appreciate our rich cultural heritage, thereby promoting unity, amity and integration.
3. To provide a forum to the young artists to manifest their artistic excellence and exuberance.
4. To provide an opportunity to the youth to meet on a common platform to display in friendly atmosphere excellence in music, dance, theatre, literary activities and fine arts.
5. To bring about cultural integration through the process of cultural exchange of students from diverse regions of the Indian sub-continent.
6. To provide an opportunity to the youth for healthy interaction with each other especially in the domain of art and culture and develop fellowship and friendship.
7. To enhance the capacity of university youth for aesthetic appreciation and refinement of the finer values of life.
8. To foster dynamism and creativity in the youth and enable them to contribute constructively to the achievement of social and national goals.
9. To channelise the energies and talents of youth in constructive pursuits; and
10. To inculcate a spirit of adventure, cooperation and creation of excellence by acquainting the youth with our rich cultural heritage.

Youth symbolises power, idealism and adventure. Their organized efforts can help promote nationally accepted goals and values for combating social evils which are stumbling blocks to the

healthy development of the nation. The Inter-University Youth Festivals are a tribute to our youth who symbolise courage, initiative, exuberance and dynamism. As Mr. S.K. Agrawala, former Secretary, AIU, rightly points out, these regularly held youth festivals "help instil in the youth an awareness and respect for our historical and cultural heritage and to imbue them with a sense of pride and national identity". Besides, providing an opportunity to the youth for a healthy interaction with each other and enhancing capacity of youth for aesthetic appreciation, "the Youth Festivals enable them to contribute constructively to the achievement of social and national goals". The youth festivals will provide our exuberant youth an opportunity to make them familiar with our glorious cultural heritage and channelize their energies and talents in constructive pursuits.

The organization of the Inter-University Youth Festivals which have become synonymous with National Integration has really been the most fascinating and challenging venture of the Association of Indian Universities. And, it must be said to the credit of AIU that it has been doing its best in providing a forum to our budding artists among the student youth, coming from different backgrounds and different parts of the country, to display their artistic and histrionic talent at a common platform, thereby promoting and fostering national integration in a greater measure than many other institutions in the country.

No doubt, the AIU Cultural Committee, consisting of senior vice-chancellors, cultural experts and senior officials from the ministry concerned, is endeavouring to introduce innovative measures to improve the quality and stature of the youth festivals. What, however, remains to be done is to make the youth festivals more and more socially purposeful, more and more meaningful and relevant to the felt needs of the community. Hitherto, the stress seems to have been on the Indian culture and heritage. The need of the hour is to gear the various cultural events to subserve a social purpose with a view to arresting the cancerous growth of superstition and corruption at all levels. Almost every cultural item should aim at putting an end to the enormous social evils which are eating into the vitals of Indian society today. The focus should be on rousing the social conscience of the youth so as to make them develop a sense of commitment to take the country forward socially and scientifically. The ultimate goal of the Youth Festivals should be social enlightenment and not simply entertainment. The thematic content and the artistic treatment of the cultural items should be so oriented as to enable every participant in the youth festivals to return home with profit and delight.

Responsibilities and Powers of College-Principals in U.P.

Y.N. Sharma 'Arun'*

Education, specially the higher education, is the basis of development of a country, so far the social, cultural, moral and economic development is concerned. The National Policy on Education (1986) has very clearly stated that higher education "contributes to National Development through dissemination of specialized knowledge and skills. It is, therefore, a crucial factor for survival."

Thus, we can safely say that education is the main source of national development and the development oriented objectives of the society should be realized only by proper planning of education.

The higher education in India has a national importance, because the youth of the nation can only be built through higher education. We, in India, have two roads for higher education, (1) universities, and (2) colleges, affiliated to the universities. The colleges are the main source of imparting higher education to young men and women of the nation in all the faculties.

The principal is the head of the college, who is responsible for the development and smooth running of the college. The Principals of colleges are expected to play a number of roles. They are expected to take care of the various available resources of their colleges and make best use of them; supervise and guide the staff members and take care of their development and welfare; take care of learning materials and learning situations, including the library and the laboratories; develop a system of pastoral care and consultation channels; develop control mechanism; develop linkage with the community; and also act as innovators and keep in touch with the new ideas and practices in the field.

Naturally, the Principal of a college is considered a "Super Human", having superskills to handle every odd at every time. It is the Principal of the college, who has many more responsibilities with very less powers with him and this is why, the principal of a college, finds himself unable to do his

duties to his satisfaction and the progress of the college suffers most.

The Principal of a college is a 'College-Head' in all the colleges, located in the state of U.P. — whether postgraduate or undergraduate. The Principal is administrative as well as the academic head of the college. There could be a number of roles and responsibilities which a principal is expected to perform as a head of the institution.

Some of the important roles and responsibilities of a Principal can be categorised as below :

- I. Administrative Responsibilities of College Principals
- II. Academic Responsibilities of College Principals
- III. Social Responsibilities of College Principals

I would like to throw some more light on these responsibilities, because the question of powers of college-Principals becomes more important with regard to multi-channeled responsibilities of college Principals.

I. Administrative Responsibilities

The Principal of a college is 'administrative head' so far the admissions, teaching, examinations and payments of salaries, etc. are concerned. Principal's administrative responsibilities are multi-channeled and the principal is 'whole time head of the institution'. The administrative responsibilities of a principal can be divided as follows :

i. Responsibility as a Planner

The Principal of a college is overall responsible for planning and also policy-making of the institution as well as for the maintenance of records and introduction of innovations. As a good planner, the Principal can make the college develop and prosper in every respect.

ii. Responsibility as Office Manager

The Principal of a college is directly responsible to deal with the government, through the Director of Higher Education: the university to which the

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Roorkee-247 667 (U.P.).

college is affiliated with; the local administration; the college managing-committee and above all the parents, staff and the students. He is supposed to know the rules and regulations. All the records and papers are kept in his custody. During university-examinations, the Principal is made "overall responsible for the safe custody of question papers and smooth conduct of the examinations in the college". Thus, a Principal is always supposed to be an efficient office manager in order to become a successful administrator.

iii. *Responsibility to keep Staff-Student Relations Healthy*

The Principal of a college is the key person to work as a 'bridge' between the staff and the students of the college.

The Principal is responsible and authorised to appoint Games Supdt., N.S.S. Programme Officers, N.C.C. Officers, Chief Proctor, Dean of Students Welfare and the members of other committees in the college for conducting the co-curricular activities in the college. These appointments amongst the staff members can play a vital role in the development of the college and may promote the teacher-taught relations. Principal is to initiate, motivate and encourage the co-curricular activities in the college, so that the discipline of the college may be maintained properly.

iv. *Responsibility to Conduct University Examinations*

The Principal is made the 'Senior Superintendent of Examinations' during the university examinations. He has to appoint the Asstt. Supdt. of Examinations and the invigilators to conduct the examinations smoothly and peacefully. This is an extra-administrative responsibility of the Principal, which is not easy to fulfil without wide powers vested in the Principals.

Thus, the administrative responsibilities of a Principal are so many which keep him always busy and worried and hamper his academic interests.

II. *Academic Responsibilities of a Principal*

According to university statutes, the Principal of a college 'includes a teacher' meaning thereby the Principal of a college is responsible for the development of academic standards of the institution. The Principal is supposed to take atleast six periods per week in his subject.

The academic responsibilities of a Principal may be divided asunder :

(1) *Principal as a Teacher*

Truly speaking, a college Principal is primarily a teacher. The word, 'Principal' is an adjective to govern the noun, 'Teacher'. Thus, it is 'Principal Teacher', who is the head of the institution. Generally, Principals engage classes in their colleges, but due to heavy rush of work and outdoor duties, many principals find themselves unable to engage classes. The government expects and requires a Principal to teach atleast six periods per week. The principal is selected for a college, where his subject of study is available, so that he may teach the students.

(2) *Motivator and Evaluator of the Staff*

The Principal of a college, being the senior most member of the staff, is supposed to be the 'Well wisher and Guardian of the staff'. His prime duty is to motivate the staff and also the students for the development of educational atmosphere in the college. Activities like NSS, NCC, Sports, Debates, etc can be organised in the colleges, only when the Principal cooperates and motivates the staff-members. Principal is to evaluate the performance of the staff and encourage them for better results.

(3) *Promoter of Co-curricular Activities*

The college principals are in real terms responsible for overall development of students in the college. Co-curricular activities cannot be held in the college without active involvement and interest of the Principal. University level sports meet, inter college-competitions and other co-curricular activities may only be organised with full support of the principals.

(4) *Organizer of Academic Programmes*

Seminars, debates, drama-competitions, etc. can be held in the college with the initiative, motivation and active encouragement from the Principal. He is the main person to arrange the finances for these programmes and to guide the staff and students to organise the functions.

Thus, the Principal is the keyman as far as the academic-development of the college is concerned. He is the incharge of the college time-table and

admissions through which he is responsible for the academic progress.

III. Social Responsibilities of a Principal

The Principal is the head of the college which imparts education to young boys and girls to become responsible citizens of the country and the wise members of the society. Thus, the principals have social responsibilities to fulfil at their ends for the development of the society.

(1) Representative of the College

The Principal is the representative of the college, who represents the government, the university, the management, the staff members and the students of the college. Principal is to have contacts with civil administration, social organizations and other agencies for the future and present development of the college.

(2) Bridge-building with the Society

Many-a-time, there are differences and even clashes between the students of different communities in the college. Here, the responsibility of college Principal is to bridge the differences and foster an atmosphere of harmony and brotherhood among the students. The college is nothing but an assembly of students from different communities with different backgrounds, and differences are natural. Likewise, the Principal is to build a bridge between the staff and students also and to promote harmony in the teaching and non-teaching staff to run the college smoothly.

(3) Guardian of Staff and Students

The Principal is regarded as the natural 'Guardian' in every respect. The staff members work like a family under his guardianship. When a Principal fails to take up the responsibility of being the guardian of the staff and students, the overall progress of the college is not possible.

(4) Resource Facilitator

The Principal is solely responsible for selection of non-teaching staff in the college. He is to look after the development of the college in every respect, for which financial, physical and human resources are to be procured by him. He has to watch the proper utilization of college funds and arrange the resources for the progress of the college.

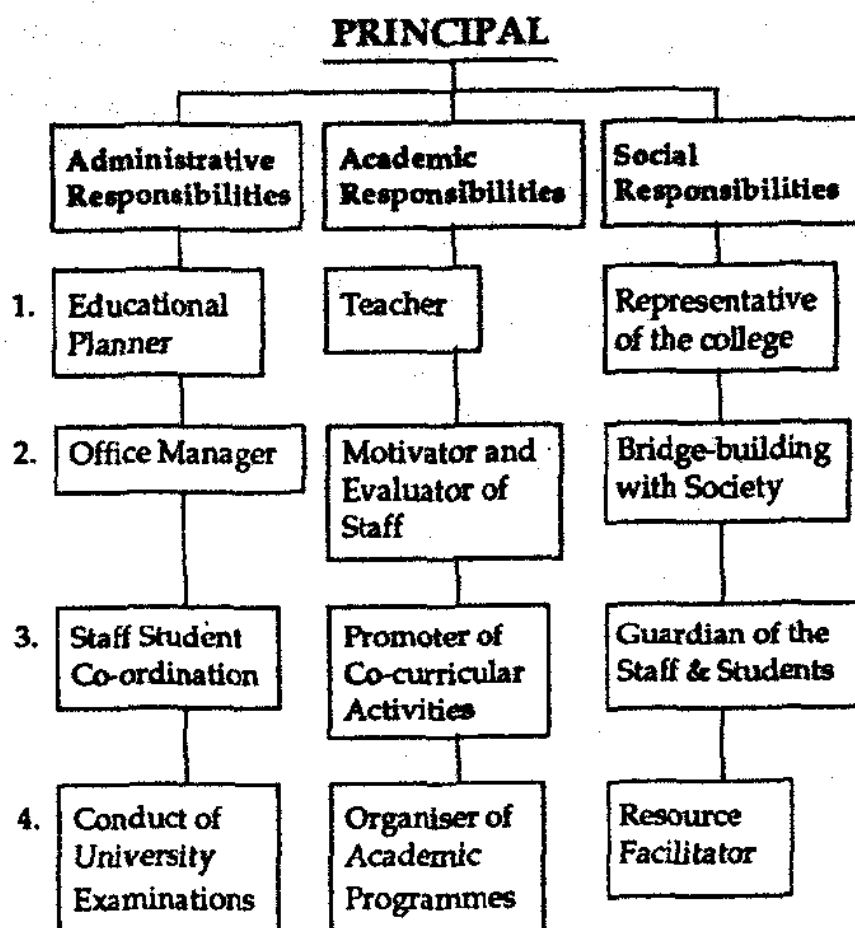


Figure 1. Responsibilities of a College Principal

In this way, it is clear that the principal of a college has multi-channelled responsibilities to fulfil. Can a Principal do without powers to perform all these duties? This question is very important to answer. It is a reality that the principals have to work without powers, hence, they are not effective.

Administrative Powers

There are some very important powers which are needed to be vested in the college principals in U.P. colleges and in the country as a whole.

(1) The college principals, being the administrative heads, should be given the powers to take stern disciplinary action against the teaching and non-teaching staff. Presently, the Managing Committee has to seek the prior permission of the Vice-Chancellor for the suspension of a teacher, then what to say of poor college Principal. The Principal should be given powers to suspend a teacher on gross misbehaviour towards the Principal and staff or committing financial irregularities.

(2) The Principal should be given the powers to write the 'Confidential Report' of a teacher every year. In the absence of this power, the college Principals are helpless to take work from the teachers and the non-teaching staff. 'Reward and punishment theory' is the basis of administration, but the college Principals have no power to punish any staff member.

(3) The Principals in private colleges, managed by

the Managing Committee should be given drawing and disbursing powers in respect of staff salaries like the Principals in govt. colleges. At present, the DIOs in each district have the power to draw and disburse the salary of the college staff on behalf of the Director Higher Education in U.P. colleges, resulting in delay in payments and the accompanying harassment of the staff. Many-a-time, grants are not available in the DIO's office and the clerk has to go to the office of DIOs time and again to get the salary bill passed. This results in unnecessary burden on the college as T.A./D.A. is being paid to the clerk.

(4) The staff members can get the loans from their G.P.F. A/c only on the recommendation of the DIOs from the Director of Higher Education, U.P. at Allahabad. This power of sanctioning loans to teachers and non-teaching staff may be given to the Principal to avoid delay in payments and foul play in sanctioning the loans.

(5) The Principal is responsible for the internal administration and discipline of the college, but he has no powers to take legal or disciplinary action against the students, who create chaos in the college. The Principals, like other govt. officers, should be given the powers to handle the indiscipline in the college effectively with magisterial authority.

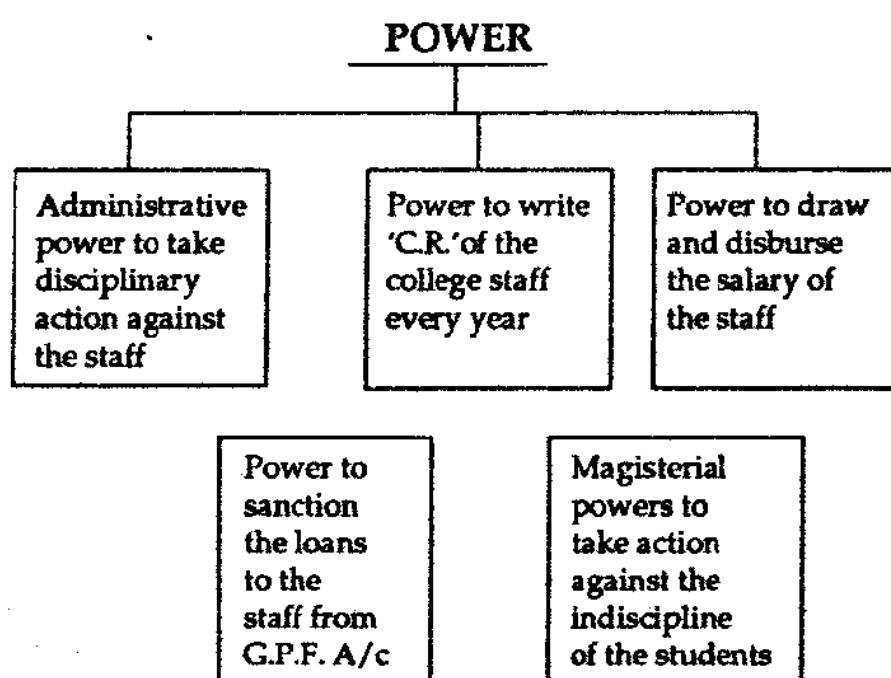


Figure 2. Vital Powers that a Principal Needs

Truly speaking, the Principals in privately managed colleges in U.P. are presently having no powers to control the indiscipline amongst the staff and the students, with the result that the colleges are the places of controversies and also the battlefields of students, as well as teachers, who form their unions to harass the principals.

To sum up, I would like to point out that today

the Principal appears to be more of an administrator than an instructional leader and spends most of his time and energy in dealing with routine administrative chores rather than with academic matters. The Principal is and should be an academician first and any thing afterwards. He rises to the level of Principalship by virtue of his accomplishments in and contribution to the pursuit of excellence in academic fields, that is why, he is placed in professor's scale of Rs. 4500-7300 in P.G. colleges and in Readers scale of Rs. 3700-5700 in Degree colleges.

For keeping the academic excellence at the top, a college Principal needs some powers and free hand in administration. He should be free to delegate administrative duties and authority among members of the faculty, so that he may devote more of his time to academic matters.

It is suggested that a post of 'Administrative Manager' should be created in the college, which would allow more time for the Principal to perform the role of an instructional leader. The incumbent to this post should have specialized training in educational administration, allowing the college-Principal to function as a real head of institution for the development of the college.

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Principals Meet at Goa

The Second Annual Conference of Indian Colleges Forum (ICF) was recently held at Goa. Inaugurating the conference Shri Bhanu Prakash Singh, Governor of Goa, emphasised that there was a need for proper study of Indian heritage and development. He expressed his anguish over the prevailing atmosphere of communal disharmony and fragmented approach taken by some people. He said India had a great tradition of peaceful living, social harmony and brotherhood. He expressed his happiness that colleges had come together on a common platform for deliberating on the issues of development of higher education in the country. Higher education, particularly college education, had a great role in inculcating these values among the students, he added. He also released the first issue of "College Post", an ICF journal.

Professor S.K Khanna, Chairman, All India Council for Technical Education and former Vice-Chairman, UGC in his valedictory address stated that there was a need for initiating a movement to bring about reforms in collegiate education. He said without a consistent movement and structural changes, the collegiate education would not become relevant to the needs of the society. We had been making recommendations and suggestions for tinkering with the system here and there but such attempts had not yielded the desired results, he added. In order to initiate right kind of development, structural changes in the relationship between the university and

the colleges and changes in courses of studies, methods of teaching and procedures of evaluation were very essential. These could only be implemented if a sort of movement for revamping the collegiate education was started, he opined. Professor Khanna observed that the Forum had to enlarge its membership and make it a larger body of the colleges in the country.

Professor P.R. Dubhashi, Vice-Chancellor, Goa University in his keynote address said that "in my view, the root cause of the malaise is a purely examination oriented approach which makes a mockery of the basic purpose of higher education". While recounting the ideas of Tagore and Gandhiji, Professor Dubhashi said that "education is a preparation of life and it is a life long progress. Educational institutions lay down the foundations of the persons". He stressed on improving the quality of content and techniques of education, quality of teachers, quality of infrastructure and quality of students.

Professor G.D. Sharma, President, Society for Education and Economic Development said that higher education was passing through a critical phase. On the one hand, there was the challenge of development of human resource posed by modern developments and opening up of Indian economy, on the other, higher education had to reform itself — with inadequate resources — to face the challenges of development. He said system of collegiate education which ac-

counted for 83 percent of higher education in the country had to be revamped so as to develop excellence and relevance and the development of right kind of human resources in the country. He hoped that the Forum would work for the development of collegiate education to meet the challenges.

Sardar Patel Varsity Convocation

Acharya Shri Yashwant Shukla, noted educationist and litterateur recently delivered the convocation address at the Sardar Patel University, Vallabh Vidyanagar. He said that education in India, despite the growth in quantitative terms, had been constantly degenerating qualitatively. Referring to the national problems, he said, "There is a growing sense of discontent among the larger sections of our society. Gandhiji used to say that 'freedom' for the poor means 'bread'. If we don't remember this, the discontent will take various forms including terrorism and various communal conflicts. The younger generation should develop a proper understanding of these national problems and keep an eye on the international perspective. Ability constitutes real education. Not that we do not know what should be done, but the ability to implement our decisions. What we need is the education for the whole man."

He drew attention to the various recommendations made by the education commissions and committees and expressed his concern over their non-implementation. He said, "I feel sorry to observe that passivism is the greatest disease that is eating

away the core of our national character. In this sort of social context, I feel that the responsibility of the educated section of our society grows much more. He who understands the problem will have to accept the responsibility for taking some action. Therefore, I earnestly appeal to you — the educated youth — to take the lead. I hope you will show this awareness and provide this initiative for our nation to step into the twenty-first century with confidence."

Dr. D.D. Jadeja, Vice-Chancellor, in his report, listed the various activities and achievements of the university. He said that the university had introduced new courses in various faculties and also the university was contemplating to introduce self-supporting courses for foreign nationals and NRIs in Management and Engineering faculties.

Solar Energy Dept for GND Varsity

The Punjab Minister for Technical Education, Mrs Rajinder Kaur Bhattal, said that an institute of solar energy science would be set up at Guru Nanak Dev University. Presiding over the concluding session of the three-day national seminar on "Non-conventional energy sources" at the university campus she said that Punjab had the maximum non-conventional energy resources but the need of the hour was to make maximum use of them. The Punjab Government had decided to develop science and technology during this year.

The Vice-Chancellor, Prof Gurdip Singh Randhawa, said the university had been fulfilling the aspirations of the people of the region. It had opened several departments of applied sciences

and technology with special assistance from the central and state governments.

Dr. W. Smolec of the Institute of Chemical Engineering, Polish Academy of Science, Poland, in his paper on "Heat transfer studies in a trombe wall" said trombe wall had proved to be effective for solar passive heating system.

Dr Surinder Singh, Head of the Physics Department of the university in his paper on "scope and status of geo-thermal energy" said with the increase in the demand of the conventional resources, scientists were searching for more alternative energy resources.

Dr. T.M. Haridasan of the School of Energy, Environment and Natural Resources, Madurai Kamaraj University, in his paper on "applications of bio-energy in industries" said in India, bio-fuels had been used traditionally though mostly for domestic purposes.

Dr. S.S. Sambi of IIT, New Delhi, Mr Anand K. Tyagi of the host university, Dr B.L. Bains of Regional Research Laboratory, Jammu, Dr K.K. Chhabra, Renewable Energy Centre, Udaipur, Dr R.S. Misra of Haryana Agricultural University, Hisar, presented their papers on the various aspects of non-conventional energy.

Over 50 delegates from different parts of the country and abroad participated in the Seminar.

Management Development Programme for Libraries

The Indian Institute of Management, Lucknow, proposes to organise a programme on Total Quality Management in Library Services on April 11-13, 1994.

The programme is designed to equip the participants with adequate knowhow so that they are able to (i) gauge the requirements of their clients, i.e. the library users, more accurately and precisely; (ii) cater to the exact needs of such users; and (iii) remain cost effective in every area of operation by doing things right the first time, everytime, all the time.

The broad contents of the programme envisage (a) Developing total quality management (TQM) as a strategic focus to effect continuous improvement in various activities and services of a modern library and information centre (LIC) encompassing acquisition, organisation and dissemination of information; (b) Understanding the TQM process; (c) Barriers to continuous improvement in the context of library and information services (LIS); and (d) Making continuous improvement a way of life for everyone involved in LIS in any organization.

The programme is intended for senior level library and information managers interested in enhancing the range of their library operations, products and services. Senior managers involved in information storage, retrieval and dissemination will also benefit from this programme.

Further details may be had from the Chairman, MDP, Indian Institute of Management, Prabandh Nagar, Sitapur Road, Lucknow 226 013.

New PG Engg. Courses

The Bangalore University Visvesvarajah College of Engineering (UVCE) has introduced courses in power electronics, computer engineering and computer science at the postgraduate

engineering level. With the introduction of these courses the number of courses offered at the PG level has gone up to four.

Speaking at the inaugural function of the course, the Director of Technical Education Mr. P.V. Bhandary said that the state government would assign the science and technology entrepreneurship parks to universities in Karnataka. The park attached to Bangalore University would be assigned to UVCE, he said.

The Bangalore University Vice-Chancellor Dr. N.R. Shetty said that the university had signed a MoU with the National Aerospace Laboratory for more joint-research projects.

Sports Extravaganza in Spiritual Valley

The Annual Cultural and Sports Festival of Sri Sathya Sai Institute of Higher Learning was recently held at Prasanthinilayam. The inaugural function was presided over by Bhagavan Sri Sathya Sai Baba, the founder of the Sri Sathya Sai educational institutions.

In his address Bhagavan Sri Sathya Sai Baba said, "Man suffers from two illnesses — physical and spiritual. One peculiar fact about these two types of illnesses is that the cultivation of virtues cures both. Physical health is a pre-requisite for mental health and mental health ensures physical health. A healthy body is the best container for a healthy mind". To ensure physical health of the masses, the Institute has founded a Super Speciality Hospital where patients are treated for cardiac and kidney troubles entirely free of charge. To strengthen the spiritual health of the youth, Sri Sathya Sai educational institutions have been established. While stressing the

need for spiritual education, Baba said that much importance, was being given to games and sports in toning up physical health. Games and sports were compulsory in the curriculum at the Institute. Games were not to be limited to the play-field alone, but students should be put into practice what they learnt on the playground. He said, "Life is a game — Play it — Play it well. God is the goal — Reach Him — Reach Him early."

The festival was an extravaganza of cultural, athletic and gymnastic items presented in a highly professional manner by the students.

The students of the Brindavan and Anantapur campuses presented cultural and athletic items. Men students gave displays of aerobics, karate, gymnastics and spring-board jumps. Their Rugby-like game on silts was full of fun. They presented Lion-dance, a Malaysian folk dance in glittering coloured costumes. Women students integrated graceful movements with skills. They uniquely blended dance with yogasanasa in Nri-tyayoga items. They also displayed daring feats on cycles. A contingent of 100 girls exhibited their remarkable skills in karate. They broke tiles, bricks, granite slabs and even tube-lights with their hands, legs and heads. Interspersed with sports items, there were various cultural events bringing the message of national integration, oneness of religions, languages and cultures.

The children of Sri Sathya Sai Primary School and girls section of Higher Secondary School, presented dances, drills, cycle feats and pyramid formations, all set to scintillating music. Tens of very young children in their attires of Santa Claus and Punjabi dresses stole the hearts of the spectators. Other batch of kids

presented kavadi dances. Girls drew applause from the audience for snake-dance and lamp-dances.

The sound and light programme entitled 'Pranava' presented by the students of Prasanthinilayam Campus, was based on the Lord Yama's disquisition to the young Nachiketa on the theme of 'Evolution of Creation' as depicted in Kathopanishad.

In a week-long festival, about 2,500 students, men, women and children from the three campuses of the Institute participated.

Essay Competition on Environmental Issues

The Commission on Geological Sciences for Environmental Planning (COGEOENVIRONMENT) and the Pratap Commercial Co. Private Ltd., Bhilwara jointly announce the All India Essay Competition on Environmental Issues. The competition is open to all the students enrolled for graduate, postgraduate and research degree in Indian universities/colleges.

Participants may send their entry on any one of the following topics : 1. Strategies for the environmental education and awareness; 2. Environmental problems of developing countries; 3. Deforestation : Causes, effects and remedial measures; 4. Environmental problems related to mining and mineral processing; 5. Environment — Facts and fallacies; 6. How green should we be?; 7. Population growth and resource utilization; 8. Environment and rationality; 9. Impact of urbanization on environment and ecology; and 10. Environment conservation for sustainable development.

The manuscript should be neatly typed (double space between lines) on A4 size paper (Thesis size). The text should not

exceed 2000 words. Diagrams, Cartoons, Photographs may also be incorporated in the entries.

All accepted entries will be given a certificate of participation. Three best essays will be suitably rewarded.

Participants may send their entries latest by 30th March, 1994 to : Dr. Vinod Agrawal, Corresponding Member (COGEOENVIRONMENT), Department of Geology, M.L. Sukhadia University, 51, Saraswati Marg, Udaipur-313001 [Raj.]

Training Programmes in Educational Administration

Enormous increase in administrative complexities and rapidly changing pace of educational administration, call upon the universities and educational institutions to develop their human resource and equip them with modern management and administrative techniques so that they are competent and capable of meeting the new challenge to educational administration. Keeping this objective in view the Centre for Work Study in Educational Administration of the Panjab University proposes to organise various training programmes at Chandigarh during the year 1994-95. These programmes include :

(1) Implementation of Directives on Reservation for Scheduled Castes/Tribes and Backward Classes in Employment and Admissions in Educational Institutions on April 28-May 4. (For Officers and Officials of all ranks).

(2) Training Course for Personal Assts, Personal Secretaries and Stenographers etc. on May 11-21.

(3) University Administration and Law on June 3-13. (For Deputy Registrars/Assistant Registrars and officers of the same/higher rank).

(4) Management of Accounts on June 21-July 1. (For Officers and Officials of all ranks).

(5) Use of Computers in Administrative, Financial and Personnel Management in Universities/Educational Institutions on August 17-27. (For Officers and Officials of all ranks).

(6) Innovative Approaches to Productivity Improvement in University Administration on September 7-13. (For Registrars, Controllers of Exams, Finance Officers, Deputy Registrars and officers of the same rank).

(7) Effective Office Supervision on September 21-Oct 1. (For Section Officers, Superintendents and officers of the same/higher rank).

(8) Records Management and Filing System on Oct 5-11. (For

Officers and Officials of all ranks).

(9) Improving Office Services on Oct 20-30. (For Office Assistants, Clerks and other officials of the same/higher rank).

(10) Management of Disciplinary Proceedings on Nov 9-15 (For Officers and Officials of all ranks).

(11). 4-Week Management Development Programme PHASE-I on Nov 23-Dec 20. (For Assistant Registrars and other officers of the same/higher rank.)

(12) Methods and Procedures Improvement in Offices on Jan 10-21, 1995 (For Officers and Officials of all ranks).

(13) Work Measurement and Developing Work Norms on Jan. 23-Feb 4, 1995 (For Officers and Officials of all ranks).

(14) Organisation Analysis and Organisation Designing/Structuring on Feb 6-17, 1995 (For

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Officers and Officials of all ranks).

(15) 7-Week Basic Course in Administrative Analysis/Improvement (Work Study/ Management Services) on Jan 10-Feb 28, 1995 (For Officials not below the rank of Office Assistant).

(16). 13-Week Advanced Course in Administrative Analysis/Improvement (Work Study / Management Services) on Jan 10-March 31, 1995 (For Officers not below the rank of Superintendent/Senior Assistant).

Further details may be had from Shri Shital Parkash, Honorary Director, Centre for Work Study in Educational Administration, Panjab University, Chandigarh.

Food & Nutrition Course in Urdu

Dr. B.R. Ambedkar Open University (BRAOU) proposes to introduce a six-month Certificate Programme in Food & Nutrition (CPFN) in Urdu Medium by March/April, 1994. It shall be open to all men and women who have completed 20 years of age as on July 1, 1994.

Prof. Prabha Chawla of the Centre of Women Studies, Indira Gandhi National Open University, who visited Dr. B.R. Ambedkar Open University, held discussions with BRAOU Urdu Translation Team and the Consulting Editor, Prof. K.R. Saxena, and cleared the Course-1 Translation which is under print.

IASLIC Award for S.N. Agarwal

Indian Association of Special Libraries and Information Centres (IASLIC), Calcutta, has honoured Mr. S.N. Agarwal, Library Officer, Industrial Toxicology Research Centre, Lucknow,

with the "Librarian of the Year 1992" award for his contributions in the field of Library Services. Mr. Agarwal is first recipient of this National Award started in 1992. The award consisting of a medal and a certificate was presented to him recently at the Annual Conference of the Association held at the Birla Institute of Technology and Science at Mesra, Ranchi.

Mr. Agarwal, a Vice-President of the Medical Library Association and Indian Library Association, is the Editor of the quarterly journal "Lucknow Librarian".

Distance Education Plan for N-E

The Madurai Kamaraj University proposes to open a network of information and extension centres in the north-eastern states to promote informal education through distance learning among the Adivasis and hill tribes in the states. The university also proposes to open an examination centre in Mizoram at which about 120 candidates are expected to enroll for various courses offered by the university.

News from Agricultural Universities

National Training on Command Area Development

The National Training Programme for the Command Area Development Officers of Uttar Pradesh Government on "Command Area Development — Important issues", sponsored by Government of India and Government of Uttar Pradesh and conducted by the Water Power Consultancy Services Ltd. (WAPCOS), New Delhi in coordination with the Water Technology Centre of Tamil Nadu Agricultural University (TNAU) and State Department of Agricultural Engineering, was recently held at TNAU.

Dr. A. Mohamed Ali, Director, Water Technology Centre (TNAU), in his welcome address underlined the need for efficient use of water resource, which constitute one of the important inputs, and is shrinking all over the world. In this context, this national training programme had added relevance, he explained. He also presented the decadal re-

search achievement of Water Technology Centre in Watershed Management, water use efficiency and related areas.

Mr. Swamiappan, Superintending Engineer in his address underlined the need for "Participatory Approach of Farmers" for the successful implementation of Command Area Development Programmes. He called upon the participants to work out the type of participating approach needed for various regions with the farmers concerned. He also explained about the various drip systems operated in field conditions and said that a new idea of introducing drip system in the command area itself was in the offing.

Inaugurating the Programme, Dr. S. Sankaran, Vice-Chancellor, TNAU, reiterated that the "Drip Irrigation" was going to be the order of the day in Tamil Nadu as this was a water starving state and the availability

of water was limited. Lauding the pioneering work of Water Technology Centre on Drip Irrigation, the Vice-Chancellor said that a transformation had taken place in the last ten years and the farmers were coming to this Centre to get drip technology for adoption.

Expressing concern over the fast depleting Groundwater Table in Tamil Nadu the Vice-Chancellor analysed that Tamil Nadu had only 3% of total national water resource while supporting 7% of population. The per capita availability of water was thus low for Tamil Nadu (only 850 cubic meter against the national average of 1600 cubic meter of water per annum), he added. About 30 lakh ha. of area is under irrigation in Tamil Nadu.

The Vice-Chancellor decried the depleting water table because of indiscriminate tapping of underground water that stemmed from the farmers' anxiety of growing more crops. Even in a normal rainfall year, Tamil Nadu got 25% deficit and during drought years, the deficit level went as high as 40%. The depth of borewells was 300 to 400 feet in places like Coimbatore due to which the pumping cost became very high. In the circumstances, the Vice-Chancellor reiterated that the water should be used judiciously as it was going to be still a very precious commodity in the years ahead.

Presenting the Water Technology work of TNAU, the Vice-Chancellor revealed that the total water requirement for each important crop for each season had been estimated. The research on

reduction of water requirement to the optimum and without sacrificing the yield had given good dividends. The water use efficiency had also been worked out and it had been standardised for important crops, he said.

Dr. Sankaran said that by 2025, about 100 million ha. should be brought under irrigation. In this context he urged the participants to deliberate and plan on water use efficiency for increasing the total area under irrigation. Referring to the field conditions, he stressed the need for educating the farmers on scientific water management. He also added that "Equitable distribution of water from head to tail end" should be enforced and conveyance waste should be minimised.

Thirty Command Area Development Officers of Uttar Pradesh participated in the one week national training programme. Field visits and Farmers' Meet at various Command Areas had also been organised.

Bio-tech Unit for Sher-i-Kashmir Varsity

The Sher-i-Kashmir University of Agricultural Sciences and Technology (SKUAST) proposes to start a division of biotechnology for the multiplication of pedigreed planting material through tissue culture. According to the Vice-Chancellor, Mr M.A. Dar, the establishment of the new division will also help scientists to evolve new crop varieties.

The university also proposes to start postgraduate courses in selected disciplines in the faculty of veterinary sciences and animal husbandry.

The extension education council of the university at its recent meeting held at Regional Agricultural Research Station, R.S. Pura, recommended to SKUAST to bring in its fold the allied sectors like animal husbandry, sericulture, apiculture and horticulture. This step, according to Mr Dar, would help farmers and breeders to have better returns for their produce.

News from UGC

Countrywide Classroom Programme

Between 23rd February to 28th February, 1994 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programme is presented in two sets of one hour duration each every day from 6.00 a.m. to 7.00 a.m. and 1.00 p.m. to 2.00 p.m. The programme is available on the TV Network throughout the country.

Ist Transmission

6.00 a.m. to 7.00 a.m.

23.2.94

No Telecast

24.2.94

"Social Reform Movement in Gujarat : Narmad and His Time-III"

"The Leather Story-IV Talking Time"

25.2.94

No Telecast

26.2.94

"Light from Atoms"

"Human Resource Development-V: Training"

"Soil Testing"

27.2.94

"Question Forum"

"The Week Ahead"

28.2.94

No Telecast

Ind Transmission

1.00 p.m. to 2.00 p.m.

23.2.94

"Single Tuned Amplifier"

"Understanding Architecture - III — Walking Around"

"Pattern Formation in the Fruit Fly"

24.2.94

"Computers in Distance Education"

"Le Metro"

"Teaching English in Rural Areas"

25.2.94

"Understanding Solar Activity-II"

"Human Rights: The Evolving Concept"

"Impact—Assessment of a Soap-Stone Mine"

26.2.94

"Question Forum"

"The Week Ahead"

27.2.94

No Telecast

28.2.94

"Oscillation — Amplitude Response as a Function of Frequency"

"Operation Kaiko"

"Bull's Eye and Bear Facts"

Administration. It is a non-profit organisation, but it charges fees, lower than those of commercial consultancies, and any trading surplus is ploughed back into the service.

Governments are placing increasing financial pressures on universities worldwide and CHEMS will be helping in the response to this. It expects to provide assistance with strategic planning, the search for cost reduction measures, income generation and the development of financial control and management information systems.

Initial plans include:

- * creation of a worldwide register of individual consultants and firms who have proven expertise in providing management consultancy advice to universities,

- * a survey of administrative computing software in use (or being planned) in African universities, with a view to exploring the possibility of collaboration in developing software or exchanging experts, and

- * compilation and publication of a directory of specialist training providers in the Commonwealth.

Further details may be had from the Director of CHEMS, Mr. John Fielden, Association of Commonwealth Universities, John Foster House, 36 Gordon Square, London WC1H 0PF.

News from Abroad

Commonwealth Higher Education Management Service

A management service for Commonwealth universities and government agencies being hosted by the Association of Commonwealth Universities, is the only worldwide consultancy service dedicated wholly to higher education.

The Commonwealth Higher Education Management Service (CHEMS) has four functions:

- * providing management consultancy services on all aspects of university management or relations with government,

- * advising governments or their agencies on higher education systems or sector plans,

- * helping to define the management training needs of university staff and arranging training provision, and

- * dissemination of advice

and information on management topics.

CHEMS is an initiative of the Commonwealth Higher Education Support Scheme (CHESS) with pump-priming funds from the Commonwealth Fund for Technical Co-operation, through the Commonwealth Secretariat, and also from Unesco and the U.K.'s Overseas Development

तत्काल प्रवेश — बी० एड० व एम० एड० द्विवर्षीय ग्रीष्मकालीन पाठ्यक्रम चित्रकूट ग्रामोदय विश्वविद्यालय, चित्रकूट पो० ऑ०—नया गाँव, सतना (म० प्र०)

म० प्र० शासन द्वारा स्थापित विश्वविद्यालय द्वारा केवल सेवारत शिक्षकों से बैचलर ऑफ एजुकेशन तथा मास्टर ऑफ एजुकेशन के ग्रीष्मकालीन पाठ्यक्रम में प्रवेश हेतु निर्धारित प्रपत्र पर 10 मार्च, 1994 व विलम्ब शुल्क रु० 50/- के साथ 20 मार्च, 1994 तक आवेदन पत्र आमन्त्रित किये जाते हैं। न्यूनतम योग्यता — बी० एड० हेतु किसी मान्यता प्राप्त विश्वविद्यालय से स्नातक उपाधि एवं एम० एड० हेतु बी० एड० अथवा समकक्ष योग्यता। यह पाठ्यक्रम दो ग्रीष्म सत्रों (21 अप्रैल से 5 जुलाई तक) में पूर्ण होगा। निर्धारित आवेदन पत्र रु० 50/- के नकद भुगतान पर विश्वविद्यालय के काउन्टर से अथवा रु० 60/- के बैंक ड्राफ्ट, जो चित्रकूट ग्रामोदय विश्वविद्यालय, के पक्ष में चित्रकूट पर देय हों, को भेजकर डाक से प्राप्त किये जा सकते हैं।

कुलसचिव

North Zone Youth Festival

The Panjab University, Chandigarh, recently hosted the North Zone Inter-University Youth Festival. The Festival was inaugurated by Km. Selja, Union Deputy Minister of Education & Culture, Govt. of India, while Shri Beant Singh, Chief Minister, Punjab, presided over the inaugural function.

Prof. T.N. Kapoor, Vice-Chancellor, Panjab University, in his opening remarks said that youth festivals helped in promoting cultural integration and harmony.

Shri Beant Singh exhorted the students to commit themselves to the cause of national integration and to guard against fundamentalism and communalism. The Chief Minister stressed the need for character building, introspection and promised to render all possible help in overcoming shortcomings which were prevalent in the present system.

Km. Selja described her visit to the Panjab University Campus as 'home-coming'. She observed that student elections and participation of youth created better environment for growth and peace. She remarked that youth was the potential resource and called them 'messengers of national integration'.

The programme started with classical dance in which seven teams participated. Amongst the dances which were based on Kathak style, the performance of the Universities of Delhi, Punjabi and Lucknow were highly lauded. The first two teams based their style on Jaipur Gharana while the third one on Lucknow Gharana. This was followed by classical music (instrumental), skit and mime, music light vocal, on-the-spot painting and collage competitions.

Other items presented by the various teams participating in the youth festival included One Act Play, Folk Dance, Clay Modelling, Rangoli, Western Solo and Quiz.

At the valedictory function presided over by the Governor of

Punjab, Mr. Surendra Nath, the overall Championship Trophy was awarded to the Dayalbagh Educational Institute (Agra). The Punjabi University bagged the Runners Up Trophy. Speaking on the occasion, the Governor called upon the youth to take part in cultural activities with greater vigour and strive for higher goals.

RESULTS OF INTER-UNIVERSITY YOUTH FESTIVALS

NORTH ZONE

MUSIC

1. **Classical Vocal (Solo)**
(Hindustani/Karnatak)
 - (i) Dayalbagh Educational Institute, Dayalbagh, Agra.
 - (ii) University of Delhi, Delhi.

Consolation

Himachal Pradesh University, Shimla.

2. **Classical Instrumental (Solo)**
Percussion

- (i) Dayalbagh Educational Institute, Dayalbagh, Agra.
- (ii) University of Delhi, Delhi.

3. **Classical Instrumental (Solo)**
Non-percussion

- (i) Guru Nanak Dev University, Amritsar.
- (ii) Rohilkhand University, Bareilly.

4. **Light Vocal (Indian)**

- (i) Kurukshetra University, Kurukshetra
- (ii) Punjabi University, Patiala.

Consolation

Guru Nanak Dev University, Amritsar.

5. **Western Vocal (Solo)**

- (i) Dayalbagh Educational Institute, Dayalbagh, Agra.
- (ii) Punjabi University, Patiala.

6. **Group Song (Indian)**

- (i) Dayalbagh Educational Institute, Dayalbagh, Agra.
- (ii) Punjabi University, Patiala.

7. **Group Song (Western)**

- (i) Dayalbagh Educational Institute, Dayalbagh, Agra.

- (ii) Punjabi University, Patiala.

DANCE

1. **Folk/Tribal**

- (i) Punjabi University, Patiala
- (ii) University of Jammu, Jammu

Consolation

Panjab University, Chandigarh

2. **Classical**

- (i) University of Delhi, Delhi.
- (ii) Punjabi University, Patiala

Consolation

Lucknow University, Lucknow.

LITERARY EVENT

1. **Quiz**

- (i) Kurukshetra University, Kurukshetra.
- (ii) University of Delhi, Delhi.

THEATRE

1. **One Act Play**

- (i) Dayalbagh Educational Institute, Dayalbagh, Agra
- (ii) Guru Nanak Dev University, Amritsar.

Consolation

- (i) University of Delhi, Delhi.
- (ii) Himachal Pradesh University, Shimla.
- (iii) Panjab University, Chandigarh.

2. **Skits**

- (i) Dayalbagh Educational Institute, Dayalbagh, Agra
- (ii) Guru Nanak Dev University, Amritsar.

Consolation

Maharishi Dayanand
University, Rohtak.

3. Mime

- (i) Guru Nanak Dev University, Amritsar.
- (ii) Punjab Agricultural University, Ludhiana.

Consolation

Roorkee University,
Roorkee.

FINE ARTS

1. On the Spot Painting

- (i) Maharishi Dayanand University, Rohtak.
- (ii) Lucknow University, Lucknow.

2. Collage

- (i) University of Jammu, Jammu.
- (ii) Lucknow University, Lucknow.

3. Poster Making

- (i) Punjabi University, Patiala
- (ii) Dayalbagh Educational Institute, Dayalbagh, Agra

4. Clay Modelling

- (i) Guru Nanak Dev University, Amritsar.
- (ii) Punjabi University, Patiala

5. Cartooning

- (i) Kurukshetra University, Kurukshetra.
- (ii) Lucknow University, Lucknow.

6. Rangoli

- (i) Punjabi University, Patiala
- (ii) Dayalbagh Educational Institute, Dayalbagh, Agra

CHAMPIONSHIP

1. Music

Dayalbagh Educational Institute, Agra

2. Dance

Punjabi University, Patiala.

3. Theatre

Guru Nanak Dev University, Amritsar.

4. Fine Arts

Punjabi University, Patiala.

5. Literary Event

Kurukshetra University,
Kurukshetra.

OVERALL CHAMPIONSHIP

Dayalbagh Educational Institute,
Dayalbagh, Agra

RUNNERS UP

Punjabi University, Patiala.

EAST ZONE

MUSIC

1. Classical Vocal (Solo)

- (i) Bidhan Chandra Krishi
- (ii) Rabindra Bharati University

2. Classical Instrumental (Solo) (Percussion)

- (i) Poorvanchal University
- (ii) Rabindra Bharati University

3. Classical Instrumental (Non Percussion)

- (i) Rabindra Bharati University
- (ii) Patna University

4. Light Vocal (Indian)

- (i) Rabindra Bharati University
- (ii) Ranchi University

5. Western (Solo)

- (i) Bidhan Chandra Krishi
- (ii) Rabindra Bharati University

6. Group Song (Indian)

- (i) A. Pratap Singh University, Rewa
- (ii) Rabindra Bharati University

7. Group Song (Western)

- (i) Bidhan Chandra Krishi
- (ii) Indian School of Mines, Dhanbad

DANCE

1. Folk/Tribal

- (i) Gauhati University
- (ii) A. Pratap Singh University, Rewa

2. Classical

- (i) Poorvanchal University
- (ii) Bidhan Chandra Krishi

LITERARY EVENTS

- (i) Jadavpur University, Calcutta
- (ii) Indian School of Mines, Dhanbad

THEATRE

One Act Play

- (i) Gauhati University
- (ii) Rabindra Bharati University

Skits

- (i) Utkal University,
- (ii) Bidhan Chandra Krishi

Mime

- (i) Rabindra Bharati University
- (ii) Gauhati University

FINE ARTS

1. On the Spot Painting

- (i) Rabindra Bharati University
- (ii) Bidhan Chandra Krishi

2. Collage

- (i) Berhampur University
- (ii) Bidhan Chandra Krishi

3. Poster Making

- (i) Berhampur University,
- (ii) Patna University, Dhanbad

4. Clay Modelling

- (i) Patna University
- (ii) Berhampur University

5. Cartooning

- (i) Berhampur University Orissa
- (ii) Gauhati University

6. Rangoli

- (i) Kalyani University
- (ii) Utkal University

CHAMPIONSHIP

Music

Rabindra Bharati University

Dance

Gauhati University

Literary Events

Jadavpur University

Theatre

Rabindra Bharati University
Gauhati University

Fine Arts

Berhampur University

OVERALL CHAMPIONSHIP

Gauhati University &
Rabindra Bharati University

RUNNERS UP

Berhampur University



SCHOOL OF CORRESPONDENCE COURSES ANDHRA UNIVERSITY, WALTAIR

ADMISSION NOTIFICATION

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- 2) Sri Venkateswara College, Dhauia Khuan, New Delhi.

b) Study Centres

- (1) Government College, Srikakulam, (2) M.R. College, Vizianagaram, (3) Mrs. A.V.N. College, Visakhapatnam, (4) Govt. College Rajahmundry, (5) P.R. Government College, Kakinada, (6) Sir C.R. Reddy College, Eluru, (7) S.R.R. & C.V.R. Govt. College, Vijayawada, (8) A.C. College, Guntur, (9) D.N.R. College, Bhimavaram, (10) A.B.M. College, Ongole, (11) Silver Jubilee College, Kurnool, (12) Indian Institute of Management and Commerce, Hyderabad, (13) A.M.A.L. College, Anakapalle, (14) R.S.R.K.R.R. College, Bobbili, (15) Noble College, Machilipatnam, (16) V.S.R. & N.V.R. College, Tenali, (17) Government Degree College, Narasannapeta, (18) S.G.S. College, Jaggaiahpetta, (19) S.S. & N. College, Narasaraopet, (20) S.K.B.R. College, Amalapuram, (21) V.S.R. & Y.R.N. College, Chirala, (22) V.V. & M. College, Ongole, (23) Sri Sarvodaya College, Nellore, (24) K.B.N. College, Vijayawada, (25) B.V.K. College, Visakhapatnam, (26) Y.N.M. College, Narsapur and (27) S.V.K.P. & Dr. K.S. Raju Arts & Science College, Penugonda.

The School has no agents and takes no responsibility for prospectus issued and promises made for admission by any other institution.

Waltair
Dt. 7-2-1994

Prof. V. Abraham
DIRECTOR

N.B. : The Applicants should clearly mention in their requisition that they require "Admission Application form for Supplementary Batch".

Special Note for Successful candidates in the B.A./B.Com. Entrance Examination of December, 1993.

Candidates who passed in the B.A./B.Com. Entrance Examination held in December, 1993 need not apply for the admission application form and prospectus for admission into 1st year Degree Course. The School will arrange to send the admission application form and prospectus along with marks statement-cum-eligibility certificate to such candidates. They have to pay an amount of Rs. 20/- towards the cost of admission application form and prospectus along with the prescribed tuition fee at the time of admission. However, the duly filled-in admission application form along with the necessary enclosures including Demand Drafts/M.O. Receipt towards prescribed fee should reach the School of Correspondence Courses on or before the prescribed last date.

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities

HUMANITIES

Philosophy

1. Saxena, Rakesh. A comparative study of ontology and epistemology of Spinoza and of Marx-Engels. JNU. Prof Suman Gupta, Group of Philosophy, School of Languages, Jawaharlal Nehru University, New Delhi.

Fine Arts

1. Nageswara Rao, Pedapati. Mana Sanskrutiki manideepikalaina shilpa sabdamulu. Telugu.

Music

1. Hukam Chand. Adhunik kal mein shastriya sangeet ke star vridhi mein sahayak tatvon ka mulyankan. Kurukshetra.

2. Sharma, Arun Kumar. Thumri ke vikas mein mahila kalakaron ka yogdan. Kurukshetra.

Language & Literature

English

1. Awasthi, Dev Vrat. Social dynamism in the plays of Edward Bond. HP.

2. Lakshmi, S. A critical evaluation of the shift of emphasis in ELT in India since independence. Gandhigarm. Dr N Radhakrishnan, Director, Gandhi Samiti and Dharshan Smriti, New Delhi.

3. Nagar, Anupam Ratan Shanker. Mysticism in Tagore's poetry. Manipur. Prof N Khagendra Singh, Department of English, Manipur University, Imphal.

4. Rebecca Edward, I M. The psycho-social implication in contemporary horror fiction with special reference to the works of Stephen King, Ira Levin and William Peter Blatty. Bangalore. Dr S Ramaswamy, 58 (203) West Park Road, Malleswaram, Bangalore.

5. Santhosh Kumari. Nature and patterns of evil in Golding's fiction. Punjabi. Dr Ranjit Kaur Kapur, Reader, Department of English, Punjabi University, Patiala.

6. Sen Gupta, Rebati Ranjan. The poetry of Jonathan Swift: A study of its nature, source and significance. Gauhati. Prof B D Singh, Department of English, Gauhati University, Guwahati.

7. Sharma, Roshan Lal. Enlightenment theme and its motifs On the Ganga Ghat and other stories of Raja Rao. HP.

8. Srinivasan, C.N. Gaining knowledge through reading: Strategies of L2 learners. CIEFL. Prof Jacob Tharu, Department of Evaluation, Central Institute of English and Foreign Languages, Hyderabad.

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2. Mudigonda Bala. Historical poems in Sanskrit written by

women poets of Andhra. AMU. Prof S P Singh, Department of Sanskrit, Aligarh Muslim University, Aligarh.

3. Sanjay Kumar. Mahakavi Bharvi ka kavya shastriya adhyayan. HP.

4. Sharma, Bal Krishan. Kavya Prakash ka darshnik dharatal. Vikram. Prof Shrinivas Rath, 18, Kalidas Marg, Madhav Nagar, Ujjain.

5. Sharma, Promila. Magh virchit Shishupal Vadh ke anta kathayen : Ek samalochnatmak adhyayan. HP.

6. Subhadra, C R. A critical study of Bhamaha's Kavyalan-gara. Calicut. Dr C Rajendran, Reader, Department of Sanskrit, University of Calicut, Calicut.

7. Vitthriya, Hemlata. Vaishnav puranon mein vrat. HS Cour. Prof R B Tripathi, Head, Department of Sanskrit, Dr H S Gour Vishwavidyalaya, Sagar.

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2. Baldev Singh. Hindi ke chhayavadi kaviyon ke kavyadarsh. HP.

3. Banjare, Swami Ram. Marxwadi chetna ke alok mein Bhairav Prasad Gupta ke sahitya ka anusheelan. Ravishankar. Dr D K Jain, Department of Hindi, Govt Chhattisgarh College, Raipur.

4. Chauhan, Rekha. Tulsi ke Ramcharit Manas mein samaj parikalpana. HP.

5. Daljit Kaur. Mohan Rakesh ke natya sahitya mein abhinay kala aur samvad shilpa. Kurukshetra.

6. Diwan, Bimal. Guru Gobind Singh krit Krishnavatar: Ek alochnatmak adhyayan. HP.

7. Gaur, Raj Kumari. Bhawani Prasad Misra ke kavya mein vishwa dsasti ke vividh ayarn. AMU. Dr S N Sharma, Lecturer, Department of Hindi, Aligarh Muslim University, Aligarh.

8. James, V C. Samajik pratibadhata ka swaroop : Premchand aur Gorkey ke upanyason mein. CUST. Dr S Shajahan, Prof, Department of Hindi, Cochin University of Science and Technology, Kochi.

9. Kashmiri Lal. Caste, religion and nationalism : A study of District Karnal, 1885-1947. Kurukshetra.

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13. Roy, Sujata. *Rashtriya jagaran aur Bhartendu yug ke sahityik patrikayen, 1850-1900*. JNU. Prof Manager Pandey, Centre of Indian Languages, Jawaharlal Nehru University, New Delhi.

14. Sharma, Ganga Ram. *Nagarjun ke upanyas sahitya mein chitrit Bhartiya samaj*. HP.

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1. Goswami, Golakeswar. *The Katha Gurucharita: A critical study*. Gauhati. Prof B Sarma, Department of Modern Indian Languages, Gauhati University, Guwahati.

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1. Kesava Charya, P. *Poets and writers of Hyderabad and Secunderabad*. Osmania.

2. Venkata Rama Sastry, P. *Telugulo charitraka natakalu*. Osmania.

3. Vijayavalli Devi, Vemulakonda. *Andhra Seshagiri Rao garu sahitya jeevithamurachanalu*. Andhra.

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1. Ramashray Singh. *Planning for resource development in Southern Chattisgarh : A geographical approach*. Ravishankar. Dr Shankar Roy, Prof (Retd), Qr No. L/4, University Campus, Pt Ravishankar Shukla University, Raipur.

2. Santra, Tarapada. *Impact of inputs on the changing agricultural landscape of Bardhaman District, West Bengal, during plan period*. Calcutta.

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3. Chaturvedi, Anil Kumar. *Quit India Movement in United provinces with special reference to Eastern Districts*. Lucknow. Dr Rashmi Pandey, Reader, Department of Mediaeval and Modern Indian History, University of Lucknow, Lucknow.

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5. Khadria, Nandita. *Some aspects of the rural economy of Assam: A study of the Brahmaputra Valley Districts, 1874-1914*. JNU. Prof S Bhattacharya, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi and Dr Neeladri Bhattacharya, Asstt Prof, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

6. Mallik, Basanta Kumar. *Social protest and popular movements in Mediaeval Orissa, CAD 1450-1600*. JNU. Prof Muzaffar Alam, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

7. Misra, Madhuri. *History of tribal welfare movement in Bihar, 1920-1950*. Lucknow. Prof V D Pandey, Department of Mediaeval and Modern Indian History, University of Lucknow, Lucknow.

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EDUCATION NEWS INDEX

A list of select articles and editorials on education from newspapers received in the
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Premakumari, R. Improving students' strength. *The Hindu* 11.1.94.

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Saeed Naqvi. Mushirul Hasan is being eased out. *The Pioneer* 30.1.94.

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Amrik Singh. Education for all : The fatal flaw. *The Hindustan Times* 6.1.94.

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Chamaraj, Kathyayini. Perspectives in education : The Gandhian alternative. *Deccan Herald* 22.1.94.

Indiresan, P V. Water, fuel, then school. *The Economic Times* 8.1.94.

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Jain, G P. Education for all : Political will is the key. *The Hindustan Times* 5.1.94.

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Khurana, S L. The travails of a Chancellor. *The Hindustan Times* 30.1.94.

Medhi, Surendra Nath. Effects of Central University Acts. *The Assam Tribune* 26.1.94.

Raja Ganesan, D. Education: A rule, a routine and a ritual. *The Hindu* 18.1.94.

Roy, Ash Narain. Higher education: A bleak future. *The Hindustan Times* 31.1.94.

Sher Singh. Education sans quality, commitment. *The Tribune* 18.1.94.

Sikka, Pawan. Management of science in India. *The Hindu* 25.1.94.

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Gupta, S S. UP public exams : The act that was. The Times of India 15.1.94.

Paul Mehta, Niti. The evaluation muddle. The Hindustan Times 7.1.94.

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Alagh, Y K. Punnayya has set record straight. Indian Express 31.1.94.

Mitra, Sumit. Should higher education be subsidised? The Pioneer 8.1.94.

Nigam, Aditya. Market-friendly education will fail. The Pioneer 8.1.94.

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Roy, K B. Freezing the ratio will not have much impact. Indian Express 31.1.94.

Sarmah, R N. Unemployment : Its assessment. The Assam Tribune 19.1.94.

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Harpreet Singh. A unique niche : Khalsa College, Amritsar. The Hindustan Times 30.1.94.

Kasinath, B H. 'Dons' take over Osmania Varsity. Deccan Chronicle 30.1.94.

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Rs. 1640-2900	Rs. 3856	Rs. 6513

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3. The posts are reserved for ST candidates but as the same could not be filled in despite advertisements made during more than three recruitment years. SC candidates fulfilling the qualifications may also apply whose cases will be considered only if suitable ST candidates do not apply.

4. Candidates belonging to Scheduled tribes/Scheduled caste community will have to furnish certificates from prescribed authority in the required format printed at page 345 of the Brochure on reservation of SC & ST.

5. Since it is not possible to call all the eligible candidates for the interview, the applications will be shortlisted for the purpose and the decision of the Director will be final.

6. Applicants called for attending the interview will be paid single second class railfare to and from the actual place of travel or residence as mentioned in the application whichever is nearer to Lucknow Railway Station.

7. Separate application for each post indicating the advertisement number and post applied for should be sent.

8. The candidates in Govt./Semi Government Organisations/Public Sector Undertakings and Autonomous Bodies should route their applications through proper channel.

9. The number of vacancies to be filled may vary at the time of actual selection.

10. Persons selected for the posts of Scientist 'B' will be on a contract for period of six years in the first instance except for CSIR employees already confirmed against lower posts. The remaining posts are pensionable subject to the CSIR rules and regulations in force.

11. The Institute has a system of periodical assessment promotion on merit.

12. Other things being equal consideration would be given to candidates with proven excellence in sports.

13. The prescribed application form may be obtained from the office of the Controller of Administration, Central Drug Research Institute, Chatter Manzil Palace, P.B. No. 173, Lucknow-226001 (UP), by sending a requisition duly indicating the post and advertisement number alongwith a self-addressed envelope of size 23 x 10 cm. Any request for application form received after 10.03.94 will not be entertained for supply by post. Application duly completed (supported by the attested copies of certificates and testimonials) should reach Director, Central Drug Research Institute, Lucknow on or before 30.03.94. Application received after this date will not be considered.

14. Canvassing in any form and/or bringing in any influence political or otherwise, will be treated as a disqualification for the post.

Interim inquiries shall not be attended to.

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Completed applications with above mentioned details, copies of marks for S.S.C. onwards, caste certificate if belonging to backward class should reach the undersigned within 15 days from the date of publication of the advertisement.

B.K. Khandeparker
Chairman,
Working Committee,
Goa Vidyaprasarak Mandal

RANI DURGAWATI VISHWAVIDYALAYA

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OR

Masters degree in Arts/Science/Commerce or equivalent degree with at least fifty five percent marks or its equivalent grade with Bachelors degree in Library Science/Information Science/Documentation or its equivalent professional degree with at least fifty five percent or its equivalent grade plus a consistently good academic record.

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(b) M.Sc. (Electronics)

(c) B.E./B.Tech. in Electronics/Instrumentation/Computer Engineering

(d) Post B.Sc. Diploma in Electronics/3 years Diploma in Electronic/Computer Engineering from Polytechnic with some experience.

Candidates having experience in repair and maintenance of sophisticated electronics equipment, will be given preference. Knowledge of Computer programming will be an added qualification.

N.B. : Preference will be given to candidates belonging to Scheduled Caste/Scheduled Tribe and other Backward Classes. Canvassing in any form by or on behalf of the candidate will be a disqualification. The application on plain paper giving full details i.e., Name, address, age, qualifications, experience etc. (supported with testimonials) accompanied with Bank Draft (IPO not acceptable) worth Rs. 25/- payable to the undersigned, should reach this office not later than 7th March 1994. The candidates already in employment should send their application through proper channel. Those who applied earlier are required to apply again.

The University reserves the right to fill in or not to fill in any post and also to call any candidate for interview. Number of posts may be reduced or increased.

N.P. Shrivastava
REGISTRAR

UNIVERSITY GRANTS COMMISSION

NOTIFICATION

It is notified that the next UGC Test for Junior Research Fellowship and Eligibility for Lecturership will be held on 19th June, 1994 (Sunday) in the subjects falling under Humanities and Social Sciences including Languages. The candidates who desire to appear in the Test may see the detailed advertisement in the Employment News dated 19th February, 1994.

DEPUTY SECRETARY

davp 93/707



Ministry of Defence

DEFENCE RESEARCH & DEVELOPMENT ORGANISATION (DRDO)

Reference Advt No. darp 93/632 which appeared in various newspapers regarding posts of Scientists. The following Addendum/corrigendum may be noted :

ADDENDUM

Add the following posts :

1. SCIENTIST 'E' : 1 post

DEFENCE ELECTRONICS APPLICATION LABORATORY, DEHRADUN

Item No. 4A : 1 Post - **Essential Qualifications** : (i) At least second class Bachelor's degree in Electrical/Electronics Engg from a recognised university or equivalent. (ii) Ten years R & D experience in the field of Image and signal Processing/Electronics System analysis, Development & Verification/use of software/hardware for Data Analysis/Mathematical Analysis, Statistics & Pattern recognition. **Desirable Qualifications** : (i) M.Tech/Ph.D. degree in Electronics/Electrical/Computer Engg.

2. SCIENTIST 'C' : 4 Posts

ANURAG, BANGALORE

Item No. 16A : 1 Post - **Essential Qualifications** : (i) At least second class Bachelor's degree in Electrical/Electronics Engg from a recognised university or equivalent. (ii) Four years R&D experience in Matrix Model Formulations and Neural Net Work. **Desirable Qualifications** : (i) M.Tech/Ph.D in the relevant subject.

DEFENCE INSTITUTE OF PHYSIOLOGY & ALLIED SCIENCES

Item No. 16B - **Essential Qualifications** : (i) At least second class Master's degree in Maths/OR/Statistics from a recognised university or equivalent. (ii) Four years research experience in the field of Statistical Biology/Cyto Genetics. **Desirable Qualifications** : (i) M.Tech/Ph.D in the relevant subject.

INSTITUTE OF NUCLEAR MEDICINE & ALLIED SCIENCES, DELHI

Item No. 16C : 1 Post - **Essential Qualifications** : (i) A Medical qualification included in first schedule or second schedule or the Part II of the third schedule of the IMC Act, 1956. Holders of medical qualification included in Part II of the said third schedule should also fulfil the conditions specified in sub-section (3) of section 13 of the said Act. (ii) M.D. in Medicine. (iii) 3 years experience of working in Cardiology Department of a hospital.

CENTRE FOR ENVIRONMENT & EXPLOSIVE SAFETY, DELHI

Item No. 16D : 1 Post - **Essential Qualifications** : (i) At least second class Bachelor's degree in Fire Science Engineering from a recognised University or equivalent OR Ml (Fire Engg) from IFE, UK. (ii) Four years experience in latest developments in the field of modern fire detection/suppression systems and fire fighting equipments in a reputed organisation. **Desirable Qualifications** : Research and development experience in the field of fire science and technology.

3. SCIENTIST 'B' : 8 Posts (UR-6, SC-1, ST-1)

ELECTRONICS & RADAR DEVELOPMENT ESTABLISHMENT, BANGALORE

Item No. 33 : 2 Posts (UR-1, ST-1) - **Essential Qualifications** : (i) At least second class Bachelor's degree in Electronics or Electronics & Communications Engineering from a recognised university or equivalent. **Desirable Qualifications** : (i) Master's degree in Electronics or Electronics & Communication Engineering with specialisation in Digital Communication/Microwave Engineering.

SOLID STATE PHYSICS LABORATORY, DELHI

Item No. 34 : 1 Post (UR) - **Essential Qualifications** : At least second class Bachelor's degree in Mechanical Engineering from a recognised university or equivalent. **Desirable Qualifications** : (i) M.Tech degree in Cryogenic Engg (ii) Experience in development of Cryo-coolers.

VEHICLE RESEARCH & DEVELOPMENT ESTABLISHMENT, AHMEDNAGAR

Item No. 35 : 1 Post (UR) - **Essential Qualifications** : At least second class BE/B.Tech degree in Instrumentation Engineering/Technology or Master's degree in Instrumentation from a recognised university or equivalent. **Desirable Qualifications** : Experience in handling of instrument interfacing with Electronic data processing and recording systems.

INSTRUMENTATION RESEARCH & DEVELOPMENT ESTABLISHMENT, DEHRADUN

Item No. 36 : 1 Post (UR) - **Essential Qualifications** : (i) At least second class Master's degree in Physics with Spectroscopy/Atmospheric Physics from a recognised university or equivalent. **Desirable Qualifications** : (i) Ph.D degree in Physics (ii) Working experience in Infra-red Physics.

THE FOLLOWINGS POSTS ARE BACKLOG VACANCIES RESERVED FOR SCHEDULED CASTES AND SCHEDULED TRIBES COMMUNITIES. THESE POSTS ARE INTERCHANGEABLE AND CAN BE FILLED UP EITHER BY SCHEDULED CASTES OR SCHEDULED TRIBES :

DEFENCE SCIENTIFIC INFORMATION & DOCUMENTATION CENTRE, DELHI

Item No. 37 : 1 Post (SC/ST) - **Essential Qualifications** : (i) At least second class Master's degree in Science subject. (ii) Advanced Diploma or degree in French/Chinese language from a recognised university or equivalent. **Desirable Qualifications** : Flair for interpretation of French/Chinese language into English or vice versa.

NAVAL SCIENCE & TECHNOLOGICAL LABORATORY, VISAKHAPATNAM

Item No. 38 : 1 Post (SC/ST) - **Essential Qualifications** : At least second class Bachelor's degree in Naval Architecture from a recognised university or equivalent. **Desirable Qualifications** : Master's degree in Naval Architecture.

CENTRE FOR AERONAUTICAL SYSTEM STUDIES & ANALYSIS, BANGALORE

Item No. 39 : 1 Post (SC/ST) - **Essential Qualifications** : At least second class Bachelor's degree in Aeronautical Engineering from a recognised university or equivalent. **Desirable Qualifications** : (i) Master's degree in Aeronautical Engineering with specialisation in propulsion or Flight Mechanics/Aerodynamics. (ii) Working knowledge of computers and programming languages.

AIR FORCE SELECTION BOARD

Item No. 40 : 1 Post (SC/ST) - **Essential Qualifications** : At least second class Master's degree in Psychology with specialisation in Clinical/Communication/Social/Experimental Psychology from a recognised university or equivalent. **Desirable Qualifications** : (i) Ph.D degree in Psychology. (ii) Flair for writing audio-visual entertainment scripts.

NAVAL PHYSICAL & OCEANOGRAPHIC LABORATORY, KOCHI

Item No. 41 : 1 Post (SC/ST) - **Essential Qualifications** : At least second class Bachelor's degree in Rubber Technology from a recognised university or equivalent. **Desirable Qualifications** : Master's degree in Rubber Technology.

DEFENCE INSTITUTE OF FIRE RESEARCH, DELHI

Item No. 42 : 1 Post (SC/ST) - **Essential Qualifications** : At least second class Bachelor's degree in Fire Engineering from a recognised university or equivalent. **Desirable Qualifications** : Master's degree in Fire Engineering or experience in fire research.

NAVAL CHEMICAL & METALLURGICAL LABORATORY, BOMBAY

Item No. 43 : 1 Post (SC/ST) - **Essential Qualifications** : At least second class Bachelor's degree in Paint Technology from a recognised university or equivalent. **Desirable Qualifications** : Master's degree in Paint Technology.

CORRIGENDUM

(i) For — Scientist 'C' (Rs. 3000-4500) — 12 Posts. Read — Scientist 'C' (Rs. 3000-4500) — 16 Posts. (ii) For — Scientist 'B' (Rs. 2200-4000) — 31 Posts (UR-23, SC-6, ST-2). Read — Scientist 'B' (Rs. 2200-4000) — 46 Posts (UR-29, SC-7, ST-3, SC/ST-7). (iii) Reference Item 23 — Scientist 'B' For — 1 Post (UR) Read — 2 Posts (UR). The additional post is for Centre for Environment & Explosive Safety, Delhi. (iv) Reference Item No. 25 — Scientist 'B' For — 2 Posts (UR-1, SC-1), Read 3 Posts (UR-2, SC-1). The additional post is for RTO, Lucknow. (v) Reference Item No. 28 — Scientist 'B' For — 4 Posts (UR-3, ST-1), Read 5 Posts (UR-3, SC-1, ST-1). The additional post is for RTO (Materials) Hyderabad.

All general conditions etc., remain the same. However, the last date of receipt of application for the above posts is 28th Feb 94. In respect of candidates from Andaman & Nicobar Islands, Lakshadweep and abroad, the last date of application will be 14th Mar 94. Crucial date for determining the age of candidates will be 28th Feb 94.

North Zone Inter-University Youth Festival



Shri Beant Singh, Chief Minister of Punjab, lighting the lamp at the inauguration of the Youth Festival. On his right is Km. Selja, Union Deputy Minister of Education and Culture.



Group Song by Dayalbagh Educational Institute, Agra.